

Government of Pakistan

**National Vocational and Technical Training Commission**

**Prime Minister's Hunarmand Pakistan Program**

"Skills for All"



**Course Contents/ Lesson Plan**

**Course Title: Travel and Tour Manger Program**

**Duration: 3 Months**

**Revised Edition**

Trainer Name	
Author Name	Huzafa Iqbal (Hashoo Foundation Peshawar)
Course Title	Travel and Tour Manger Program
Objectives and Expectations	<p><b>Employable skills and hands-on practice in Travel and Tour Manger Program.</b></p> <p>The Travel and Tour Manger Program a comprehensive 3-month program comprising intense hands-on training combined with conceptual theoretical knowledge, coupled with industrial internship, aims at imparting modern skills and knowledge to the field of hospitality and tourism.</p> <p>The prime objective of this program is to create a new generation of Travel and Tour Manger employees who possess hands on skills and a professional vision to explore new horizons of excellence in this field.</p> <p>This course aims to train “excellent” professionals, who will be able to work effectively as a team, with initiative and observing the principles of HACCP. This is a completely practical course in our facilities and real workplaces that will allow our students for the best insertion in the labor market.</p> <p><b><u>Main Expectations:</u></b></p> <p>In short, the course under reference should be delivered by professional instructors in such a robust hands-on manner that the trainees are comfortably able to employ their skills for earning money (through wage/self-employment) at its conclusion.</p> <p>This course thus clearly goes beyond the domain of the traditional training practices in vogue and underscores an expectation that a market-centric approach will be adopted as the main driving force while delivering it. The instructors should therefore be experienced enough to be able to identify the training needs for the possible market roles available out there. Moreover, they should also know the strengths and weaknesses of each trainee to prepare them for such market roles during/after the training.</p> <ol style="list-style-type: none"> <li>i. Specially designed practical tasks to be performed by the trainees have been included in the Annexure-I to this document. The record of all tasks performed individually or in groups must be preserved by the management of the training Institute clearly labeling name, trade, session, etc so that these are ready to be physically inspected/verified through monitoring visits from time to time. The weekly distribution of tasks has also been indicated in the weekly lesson plan given in this document.</li> <li>ii. To materialize the main expectations, a special module on <b><u>Job Search &amp; Entrepreneurial Skills</u></b> has been included in the latter part of this course (3 months) through which, the trainees will be made aware of the Job search techniques in the local as well as international job markets (Gulf countries). Awareness around the visa process and immigration laws of the most favored labor destination countries also form a part of this module. Moreover, the trainees would also be encouraged to venture into self-employment and exposed to the main requirements in this regard. It is also expected that a sense of civic</li> </ol>

duties/roles and responsibilities will also be inculcated in the trainees to make them responsible citizens of the country.

- iii. A module on **Work Place Ethics** has also been included to highlight the importance of good and positive behavior in the workplace in the line with the best practices elsewhere in the world. An outline of such qualities has been given in the Appendix to this document. Its importance should be conveyed in a format that is attractive and interesting for the trainees such as through PPT slides +short video documentaries. Needless to say that if the training provider puts his heart and soul into these otherwise non-technical components, the image of the Pakistani workforce would undergo a positive transformation in the local as well as international job markets.

To maintain interest and motivation of the trainees throughout the course, modern techniques such as:

- Motivational Lectures
- Success Stories
- Case Studies

These techniques would be employed as an additional training tool wherever possible (these are explained in the subsequent section on Training Methodology).

Lastly, evaluation of the competencies acquired by the trainees will be done objectively at various stages of the training and a proper record of the same will be maintained. Suffice to say that for such evaluations, practical tasks would be designed by the training providers to gauge the problem-solving abilities of the trainees.

#### **(i) Motivational Lectures**

The proposed methodology for the training under reference employs motivation as a tool. Hence besides the purely technical content, a trainer is required to include elements of motivation in his/her lecture. To inspire the trainees to utilize the training opportunity to the full and strive towards professional excellence. Motivational lectures may also include general topics such as the importance of moral values and civic role & responsibilities as a Pakistani. A motivational lecture should be delivered with enough zeal to produce a deep impact on the trainees. It may comprise of the following:

- Clear Purpose to convey the message to trainees effectively.
- Personal Story to quote as an example to follow.
- Trainees fit so that the situation is actionable by trainees and not represent a just idealism.
- Ending Points to persuade the trainees on changing themselves.

A good motivational lecture should help drive creativity, curiosity, and spark the desire needed for trainees to want to learn more.

The impact of a successful motivational strategy is amongst others commonly visible in increased class participation ratios. It increases the trainees' willingness to be engaged on the practical tasks for a longer time without boredom and loss of interest because they can see in their mind's eye where their hard work would take them in short (1-3 years); medium (3 -10 years) and long term (more than 10 years).

As this tool is expected that the training providers would make arrangements for regular well planned motivational lectures as part of a coordinated strategy interspersed throughout the training period as suggested in the weekly lesson plans in this document. Course-related motivational lectures online link is available in **Annexure-II**.

**(ii) Success Stories**

Another effective way of motivating the trainees is using Success Stories. Its inclusion in the weekly lesson plan at regular intervals has been recommended till the end of the training.

A success story may be disseminated orally, through a presentation, or using a video/documentary of someone that has risen to fortune, acclaim, or brilliant achievement. A success story shows how a person achieved his goal through hard work, dedication, and devotion. An inspiring success story contains compelling and significant facts articulated clearly and easily comprehensible words. Moreover, it is helpful if it is assumed that the reader/listener knows nothing of what is being revealed. The optimum impact is created when the story is revealed in the form of:-

- Directly in person (At least 2-3 cases must be arranged by the training institute)
- Through an audio/ videotaped message (2-3 high-quality videos must be arranged by the training institute)

It is expected that the training provider would collect relevant high-quality success stories for inclusion in the training as suggested in the weekly lesson plan given in this document. The suggestive structure and sequence of a sample success story and its various shapes can be seen in **Annexure III**.

**(iii) Case Studies**

Where a situation allows, case studies can also be presented to the trainees to widen their understanding of the real-life specific problem/situation and to explore the solutions.

In simple terms, the case study method of teaching uses a real-life case example/a typical case to demonstrate a phenomenon in action and explain theoretical as well as practical aspects of the knowledge related to the same. It is an effective way to help the trainees comprehend in depth both the theoretical and practical aspects of the complex phenomenon in depth with ease. Case teaching can also stimulate the trainees to participate in discussions and thereby boost their confidence. It also makes the classroom atmosphere interesting thus maintaining the trainee interest in training till the end of the course.

Depending on suitability to the trade, the weekly lesson plan in this document may suggest case studies be presented to the trainees. The trainer may adopt a PowerPoint presentation or video format for such case studies whichever is deemed suitable but only those cases must be selected that are relevant and of a learning value.

The Trainees should be required and supervised to carefully analyze the cases.

For this purpose, they must be encouraged to inquire and collect specific information/data, actively participate in the discussions, and intended solutions to the problem/situation.

Case studies can be implemented in the following ways: -

- i. A good quality trade-specific documentary ( At least 2-3 documentaries must be arranged by the training institute)
- ii. Health & Safety case studies (2 cases regarding safety and industrial accidents must be arranged by the training institute)
- iii. Field visits( At least one visit to a trade-specific major industry/ site must be arranged by the training institute)

**Entry-level of trainees**

Matric science or equivalent, preferably F.Sc

<b>Learning Outcomes of the course</b>	<ul style="list-style-type: none"> <li>• By the end of this course, students will be able to:</li> <li>• Demonstrate professionalism and service standards in hospitality industry/ sector to insure quality guest service.</li> <li>• Handle Tourism and implement travel guide procedures.</li> <li>• Understand tourism management.</li> <li>• know about importance of tourism on economy</li> <li>• Define operational issues in tourism business.</li> <li>• Learn how to manage operational issues in tourism business.</li> <li>• Understand human resource.</li> <li>• Learn about importance of human resource in tourism business.</li> <li>• Understand niche tourism and traditional tourism.</li> <li>• Differentiate niche tourism and traditional tourism.</li> <li>• Know about four key steps for managing tourism development.</li> <li>• Observe occupational health &amp; safety regulations</li> <li>• Maintain personal grooming and hygiene</li> </ul>
<b>Course Execution Plan</b>	<p>The total duration of the course:<b>3 months (12 Weeks)</b>  Class hours:<b>4 hours per day</b>  Theory:<b>20%</b>  Practical: <b>80%</b>  Weekly hours: <b>20 hours per week</b>  Total contact hours: <b>240 hours</b></p>
<b>Companies offering jobs in the respective trade</b>	<ol style="list-style-type: none"> <li>1. TDCP</li> <li>2. ITHM</li> <li>3. Federal Institute Of Tourism and Hotel Management</li> <li>4. Institute of Tourism &amp; Hotel Management</li> <li>5. Government Institutes</li> <li>6. Corporate Companies</li> <li>7. Tour Operators</li> </ol>
<b>Job Opportunities</b>	<p>All over the world there is a high demand of tourism workers. Tourism is one of the fastest growing industries of the world. Nearly above 6.5 million jobs are expected world wide by 2023.</p> <p>The latest increased in tourism in Saudi Arabia and Gulf countries has also increased the demand of tourism workers The tourism sector of Pakistan has also opened its door for the world. Since last year domestic tourism has also increased many folds that in turn have enhanced the demand of workers in Pakistan also.</p> <p>Unfortunately, Tourism sector in Pakistan remained under privileged in since its birth. The latest initiative of government has created lot of awareness and demand of this sector. With the help of this course, we will be able to give necessary skills trainings of hospitality sector to our youth. There are also opportunities for new start-up of entrepreneurship because of high demand in the emerging market of tourists for:</p> <ul style="list-style-type: none"> <li>• TDCP</li> <li>• ITHM</li> <li>• Federal Institute Of Tourism and Hotel Management</li> <li>• Institute of Tourism &amp; Hotel Management</li> <li>• Government Institutes</li> </ul>

	<ul style="list-style-type: none"> <li>• Corporate Companies</li> <li>• Tour Operators</li> </ul>
<b>No of Students</b>	25
<b>Learning Place</b>	Classroom / Field visits/Lab
<b>Instructional Resources</b>	<p><b>Development Platform:</b></p> <ul style="list-style-type: none"> <li>• Tutorials</li> <li>• Videos</li> <li>• Course Curriculum</li> <li>• Lab</li> <li>• Field visits</li> </ul> <p><b>Learning Material:</b></p> <ul style="list-style-type: none"> <li>• Curriculum</li> <li>• Videos</li> <li>• Support books</li> <li>• Google</li> <li>• Daily Consumable</li> </ul> <p><b>Reference books:</b></p> <ol style="list-style-type: none"> <li>1. Ecology and Tourism by Dr.G.poiyamoazhi</li> <li>2. Organizational Behaviour – Fred Luthans</li> <li>3. Introduction to Hospitality - I &amp; II – Dennis Foster</li> <li>4. IGCSE Travel and Tourism (0471) Syllabus 2023 onward – Updated for Pakistan</li> <li>5. Food &amp; Beverage Service – Vijay Dhawan</li> <li>6. Text Book of Tourism Management by Abdul Moiz Imran.</li> </ol>

## MODULES

Scheduled Weeks	Module Title	Days	Hours	Learning Units	Home Assignment
Week 1	Introduction to Travel and Tour	Day1	Hour 1	Motivational Lecture (For further detail please see <i>Annexure-II</i> )	<ul style="list-style-type: none"> <li>• Task 1</li> </ul> <p><i>Details may be seen at Annexure-I</i></p>
			Hour 2	Concept of Formulating Tourism policy	
			Hour 3	Introduction to Pakistan Hospitality industry	
			Hour 4	Introduction to Middle east Hospitality industry	
		Day 2	Hour 1	Introduction to world Hospitality industry	
			Hour 2	Course Applications	
			Hour 3	Institute/work ethics	
			Hour 4	Define and explain Travel	
		Day 3	Hour 1	Define and explain Tourism	
			Hour 2	Managerial role in Travel and Tourism	
			Hour 3	Historic perspective of Travel and Tourism	
			Hour 4	Origin of Tourism	
		Day 4	Hour 1	Democratization of international tourism	
			Hour 2	Characteristics of tourism	
			Hour 3	Growth of tourism as an industry	



			Hour 4	Job market	
		Day 5	Hour 1	Tour guiding	
			Hour 2	Professionalism	
			Hour 3	Difference b/w Tour and Travel agency	
			Hour 4	Group discussion	
Week 2	Measurement Of Tourism	Day 1	Hour 1	Need for Measuring Tourism Phenomenon	<ul style="list-style-type: none"> <li>• Task 2</li> </ul> <p><i>Details may be seen at Annexure-1</i></p>
			Hour 2	Importance Of Tourist Statistics	
			Hour 3	Definition By The League Of Nation & The U.N	
			Hour 4	United Nation Rome Conference	
		Day 2	Hour 1	Domestic Tourism	
			Hour 2	General Problems Of Measurements	
			Hour 3	Types Of Tourist Statistics	
			Hour 4	Types Of Tourist Statistics	
		Day 3	Hour 1	Methods Of Measurement	
			Hour 2	House hold surveys	
			Hour 3	En route surveys	

			Hour 4	Destination surveys	
		Day 4	Hour 1	Surveys of suppliers	
			Hour 2	Volume statistics	
			Hour 3	Value statistics	
			Hour 4	Visitor profile	
		Day 5	Hour 1	Balance of payments	
			Hour 2	Travel account	
			Hour 3	Assessment	
			Hour 4	Group discussion	
Week 3	Brief of the Organizations of Tourism	Day1	Hour 1	Motivational Lecture (For further detail please see <i>Annexure-II</i> )	<ul style="list-style-type: none"> <li>• Task 3</li> </ul> <i>Details may be seen at Annexure-!</i>
			Hour 2	Pakistan Tourism development corporation	
			Hour 3	Early history of Co-operative Endeavour INTERNATIONAL UNION OF OFFICIAL TRAVEL ORGANISATION ( IUOTO)	
			Hour 4	Gilgit Baltistan Tourism development	
		Day 2	Hour 1	Pakistan association of Tour operators	
			Hour 2	World Tourism organization	

			Hour 3	Get your Guide	
			Hour 4	Global sustainable Tourism council	
		Day 3	Hour 1	Tourism Bureau, M.O.T.C	
			Hour 2	World association of Travel agencies	
			Hour 3	World Travel and Tourism council	
			Hour 4	European Travel Commission	
		Day 4	Hour 1	Pacific Asia Travel Association	
			Hour 2	European institute of cultural routes	
			Hour 3	World Heritage committee	
			Hour 4	International Civil Aviation organization	
		Day 5	Hour 1	International Air Transport association	
			Hour 2	Global Business Travel association	
			Hour 3	Assessment	
			Hour 4	Group discussion	
Week 4	Tourism planning and development	Day1	Hour 1	Motivational Lecture (For further detail please see <i>Annexure-II</i> )	<ul style="list-style-type: none"> <li>• Task 4</li> </ul> <i>Details may be seen at Annexure-I!</i>
			Hour 2	Planning for Tourism	

			Hour 3	Co-ordination in planning
			Hour 4	Assessment of Tourism demand and supply
		Day 2	Hour 1	Establishing objectives
			Hour 2	Territorial planning
			Hour 3	Basic infrastructure
			Hour 4	Financial planning
		Day 3	Hour 1	Human resource planning
			Hour 2	Administrative structure, Tourism marketing & promotion
			Hour 3	Monitoring progress
			Hour 4	Time factor
		Day 4	Hour 1	Environment planning
			Hour 2	Regional planning consideration
			Hour 3	Conservation
			Hour 4	Sustainability
		Day 5	Hour 1	Security
			Hour 2	Administrative structure

			Hour 3	Assessment	
			Hour 4	Group discussion	
Week 5	Role of Business communication in Tourism	Day1	Hour 1	Motivational Lecture (For further detail please see <i>Annexure-II</i> )	<ul style="list-style-type: none"> <li>• Task 5</li> </ul> <i>Details may be seen at Annexure-I</i>
			Hour 2	Meaning and definition of communication	
			Hour 3	Objectives of communication	
			Hour 4	Principals of communication	
		Day 2	Hour 1	Scope of communication	
			Hour 2	Limitations of communication	
			Hour 3	Evaluation of communication effectiveness	
			Hour 4	The Frequency of communication	
		Day 3	Hour 1	Main forms of organizational communication	
			Hour 2	Communication network in the organization	
			Hour 3	Effects of changing technology	
			Hour 4	Communication in a two way process	
		Day 4	Hour 1	Process of communication	
			Hour 2	Elements of communication	

			Hour 3	Types of communication	
			Hour 4	Communication on the basis of direction	
		Day 5	Hour 1	Communication on the basis of expressions	
			Hour 2	Communication on the basis of organizational structure	
			Hour 3	Assessment	
			Hour 4	Group discussion	
Week 6	Motivation for Travel	Day1	Hour 1	Motivational Lecture (For further detail please see <i>Annexure-II</i> )	<ul style="list-style-type: none"> <li>• Task 6</li> </ul> <i>Details may be seen at Annexure-I</i>
			Hour 2	An ancient phenomenon	
			Hour 3	Pleasure travel	
			Hour 4	Religion as a motivator	
		Day 2	Hour 1	Economic capacity	
			Hour 2	Spare Time	
			Hour 3	Physiological factors	
			Hour 4	Relaxation and health	
		Day 3	Hour 1	Exploration and Risk taking	
			Hour 2	Business affairs and official matters	

			Hour 3	Enhance communication with local communities	
			Hour 4	Exchange customs and traditions	
		Day 4	Hour 1	To appreciate natural resources	
			Hour 2	Sightseeing variety	
			Hour 3	Festivals and events	
			Hour 4	Intrinsic motivation	
		Day 5	Hour 1	Extrinsic motivation	
			Hour 2	Wanderlust	
			Hour 3	Assessment	
			Hour 4	Group discussion	
Week 7	Quality management in Tourism	Day1	Hour 1	Motivational Lecture (For further detail please see <i>Annexure-II</i> )	<ul style="list-style-type: none"> <li>• Task 7</li> </ul> <i>Details may be seen at Annexure-I</i>
			Hour 2	Concept, need & importance	
			Hour 3	Quality Management in Urban & rural Tourism	
			Hour 4	Understand the market trends	
		Day 2	Hour 1	Types of quality services	
			Hour 2	Understand the customer expectations by discussing	

			Hour 3	Seek feedback and rating from customer	
			Hour 4	Attraction & land use management	
		Day 3	Hour 1	Use customer-oriented behavior to gain loyalty and satisfaction	
			Hour 2	The role of manager and management style	
			Hour 3	Be friendly but not familiar with Travelers	
			Hour 4	Ensure that the customer feels safe	
		Day 4	Hour 1	Understand procedures to be followed during unforeseen events	
			Hour 2	Know the facilities and services specific to gender and age	
			Hour 3	Service Quality	
			Hour 4	Deterioration of quality	
		Day 5	Hour 1	Crises Management	
			Hour 2	Total Quality Management & Tourism (ISO)	
			Hour 3	Assessment	
			Hour 4	Group discussion	
Week 8	F & B services in Tourism	Day1	Hour 1	Motivational Lecture (For further detail please see <i>Annexure-II</i> )	<ul style="list-style-type: none"> <li>• Task 8</li> </ul> <i>Details may be seen at Annexure-I!</i>
			Hour 2	Micro organisms and Food Poisoning	



			Hour 3	Pest Control, Cross Contamination and Food Storage
			Hour 4	Food Allergens
		Day 2	Hour 1	Importance of Personal Hygiene
			Hour 2	Personal responsibility for Food safety
			Hour 3	Work place hazards
			Hour 4	Table layout for a la carte
		Day 3	Hour 1	Table layout for buffet
			Hour 2	Table layout for set menu/banquet counter
			Hour 3	Menu presentation
			Hour 4	Order taking procedure
		Day 4	Hour 1	Passing order properly
			Hour 2	Food cost
			Hour 3	Revenue
			Hour 4	Budget
		Day 5	Hour 1	Overhead
			Hour 2	Expenses

			Hour 3	Assessment	
			Hour 4	Group discussion	
Week 9	Eco Tourism resources in Pakistan	Day1	Hour 1	Motivational Lecture (For further detail please see <i>Annexure-II</i> )	<ul style="list-style-type: none"> <li>• Task 9</li> </ul> <i>Details may be seen at Annexure-I</i>
			Hour 2	Introduction to Eco Tourism : Definition & Concept	
			Hour 3	Growth & Principles of Eco Tourism	
			Hour 4	Emerging Concepts: Eco / rural / agri/ farm/ green/ wilderness/ country side/ special interest tourism.	
		Day 2	Hour 1	Environmental Relevance	
			Hour 2	Eco Tourism in developed Countries	
			Hour 3	Eco Tourism in 3rd World Countries (Problems , prospects for sustainability)	
			Hour 4	Concept and planning of eco – tourism destinations	
		Day 3	Hour 1	Eco tourism guidelines for wild lands and neighboring communities	
			Hour 2	Eco tourism and community development	
			Hour 3	Environmental Code of conduct	
			Hour 4	Northern areas of Pakistan	
		Day 4	Hour 1	Archeological Tourism in Pakistan (Taxila etc)	

			Hour 2	Agricultural Tourism	
			Hour 3	Hospitality sector	
			Hour 4	Coastal areas of Pakistan	
		Day 5	Hour 1	Assessment	
			Hour 2	Group discussion	
			Hour 3	Demo (Eco-Tourism in Pakistan)	
			Hour 4	Demo (Tourism as a source of Business)	
Week 10	Role of Travel agency in Tourism	Day1	Hour 1	Motivational Lecture (For further detail please see <i>Annexure-II</i> )	<ul style="list-style-type: none"> <li>• Task 10</li> </ul> <i>Details may be seen at Annexure-I!</i>
			Hour 2	Definition	
			Hour 3	History of Travel agency	
			Hour 4	Types of Travel agency	
		Day 2	Hour 1	Features and importance of travel agency	
			Hour 2	Functions and services of travel agency	
			Hour 3	Travel agency linkages and integration	
			Hour 4	Types of products and services offered by travel agency	
		Day 3	Hour 1	Common travel terminology	

			Hour 2	Skills and quality of travel agency	
			Hour 3	Grand circular travel	
			Hour 4	Group inclusive tours	
		Day 4	Hour 1	Need for legislation	
			Hour 2	Independent travel agents	
			Hour 3	Online travel agencies	
			Hour 4	Travel agencies in Pakistan	
		Day 5	Hour 1	Travel agency business modal	
			Hour 2	Setting up of a travel agency	
			Hour 3	Assessment	
			Hour 4	Group discussion	
Week 11	Economic and social significance of Tourism	Day1	Hour 1	Motivational Lecture (For further detail please see <u>Annexure-II</u> )	<ul style="list-style-type: none"> <li>• Task 11</li> </ul> <i>Details may be seen at Annexure-I</i>
			Hour 2	Economic benefits	
			Hour 3	The multiplier effect	
			Hour 4	Development of infrastructure	
		Day 2	Hour 1	Regional development	

			Hour 2	Effects on employment	
			Hour 3	Tourism and economic value of cultural resources	
			Hour 4	Cultural Tourism in Pakistan	
		Day 3	Hour 1	Tourism and international understanding	
			Hour 2	Manila declaration on world Tourism	
			Hour 3	Contribution to the government revenues	
			Hour 4	Foreign exchange earnings	
		Day 4	Hour 1	Contribution to local economies	
			Hour 2	Development of private sector	
			Hour 3	Preserving local culture	
			Hour 4	Strengthening communities	
		Day 5	Hour 1	Provision of social services	
			Hour 2	Group discussion	
			Hour 3	Revitalization of culture and art	
			Hour 4	Assessment	
Week 12	Job Search & Entrepreneurial Skills	Day1	Hour 1	Trade specific Job Prospects and Earning levels in that country	• Task 12

			Hour 2	Trade specific Job Prospects and Earning levels out of the country	<i>Details may be seen at Annexure-1</i>  Final Assessment
			Hour 3	Country Specific Labor laws, entry and exit requirements (Legal age requirements, Health Certificate, Police Clearance & Travel Insurance etc.)	
			Hour 4	Country Specific Labor laws, entry and exit requirements (Legal age requirements, Health Certificate, Police Clearance & Travel Insurance etc.)	
		Day 2	Hour 1	Course Revision and Preparation for and conduction of Final Assessment	
			Hour 2	Course Revision and Preparation for and conduction of Final Assessment	
			Hour 3	Course Revision and Preparation for and conduction of Final Assessment	
			Hour 4	Course Revision and Preparation for and conduction of Final Assessment	
		Day 3	Hour 1	Course Revision and Preparation for and conduction of Final Assessment	
			Hour 2	Course Revision and Preparation for and conduction of Final Assessment	
			Hour 3	Course Revision and Preparation for and conduction of Final Assessment	
			Hour 4	Course Revision and Preparation for and conduction of Final Assessment	
		Day 4	Hour 1	Course Revision and Preparation for and conduction of Final Assessment	

			Hour 2	Course Revision and Preparation for and conduction of Final Assessment
			Hour 3	Course Revision and Preparation for and conduction of Final Assessment
			Hour 4	Course Revision and Preparation for and conduction of Final Assessment
		Day 5	Hour 1	Course Revision and Preparation for and conduction of Final Assessment
			Hour 2	Course Revision and Preparation for and conduction of Final Assessment
			Hour 3	Course Revision and Preparation for and conduction of Final Assessment
			Hour 4	Course Revision and Preparation for and conduction of Final Assessment

### Tasks for Certificate in Travel and Tour Manger Program

Task No.	Task	Description	Week
1.	<b>Travel and Tour Geographic importance</b>	Presentation: At the last day of the week, the students in groups will give presentation in front of their class mates. Importance of Geography in tourism, Climatic variations, climatic regions of world, study of maps, longitude & latitude, international date line, Standard time and Day light saving time.	<b>Week 1</b>
2.	<b>Tourism</b>	Presentation: At the final day of the week, the students in groups will give presentation on climatic conditions prevailing in Pakistan. Impact of weather and climate on tourist destinations. Tourism attractions in different states and territories of Pakistan.	<b>Week 2</b>
3.	<b>Safety parameters</b>	Presentation: At the end of the week, the students will give presentation on implementing food safety during training including personal hygiene and kitchen hygiene.	<b>Week 3</b>
4.	<b>Public and Private sector role in Tourism</b>	Activity/role play: At the final day of the week, the students will take part in activity/role play to high light Role of Government, public and private sectors, Role of international multinational, state and local tourism organizations in carrying out tourism policies.	<b>Week 4</b>
5.	<b>Tourism planning</b>	Assessment: The students will be tested through role play to check his Knowledge to plan for the daily activities in order for Evolution of Tourism Planning, General Concepts of Planning.	<b>Week 5</b>
6.	<b>Routs identification</b>	Practical Assessment: The students will be tested in practical lab about their Knowledge of geography in designing the itineraries for the Travelers, famous routs to the various Tourist destinations.	<b>Week 6</b>
7.	<b>Map reading</b>	Practical Assessment: The students will be tested in practical lab about their knowledge and understanding Tourist map design: maps showing national parks and wildlife sanctuaries; cultural, historical and religious tourist spots.	<b>Week 7</b>
8.	<b>Staff Training</b>	Written Assessment: The students will be tested through written assessment about their knowledge and understanding of assessing training need of the staff and addressing weak areas.	<b>Week 8</b>
9.	<b>Tour documentation</b>	Written Assessment: the students will be tested through written assessment about their knowledge and understanding of managing and updating documentation to maintain a tour.	<b>Week 9</b>
10.	<b>Organizing a Tour</b>	Assignment: The students in group will work on assignment getting practical exposure in organizing a tour.	<b>Week10</b>
11.	<b>Business startup</b>	Assignment: The students in groups will work on assignment to develop capital investment sheet to start the business.	<b>Week11</b>



12.	<b>Final Assessment</b>	Assignment: The students in groups will develop a business plan for their Tourism business. The students interesting for immigration and overseas employment will gain important information and prepare required documents for the 1st selected country and add into the portfolio file.	<b>Week12</b>
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**Motivational Lectures**  
**Travel and Tour Manger Program**

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**Mentor**

Mentors are provided an observation checklist form to evaluate and share their observational feedback on how students within each team engage and collaborate in a learning environment. The checklist is provided at two different points: Once towards the end of the course. The checklists are an opportunity for mentors to share their unique perspective on group dynamics based on various team activities, game play sessions, pitch preparation, and other sessions, giving insights on the nature of communication and teamwork taking place and how both learning outcomes and the student experience can be improved in the future.

**Session- 1 (Communication)**

Please find below an overview of the activities taking place Session plan that will support your delivery and an overview of this session's activity.

<b>Session- 1 OVERVIEW</b>
<b>Aims and Objectives:</b>
<ul style="list-style-type: none"> <li>• To introduce the communication skills and how it will work</li> <li>• Get to know mentor and team - build rapport and develop a strong sense of a team</li> <li>• Provide an introduction to communication skills</li> <li>• Team to collaborate on an activity sheet developing their communication, teamwork, and problem-solving</li> <li>• Gain an understanding of participants' own communication skills rating at the start of the program</li> </ul>

<b>Activity:</b>	<b>Participant Time</b>	<b>Teacher Time</b>	<b>Mentor Time</b>
Intro Attend and contribute to the scheduled.			
Understand good communication skills and how it works.			
Understand what good communication skills mean			
Understand what skills are important for good communication skills			
<b>Key learning outcomes:</b>	<b>Resources:</b>		<b>Enterprise skills developed:</b>
<ul style="list-style-type: none"> <li>• Understand the communication skills and how it works.</li> <li>• Understand what communication skills mean</li> <li>• Understand what skills are important for communication skills</li> </ul>	<ul style="list-style-type: none"> <li>• Podium</li> <li>• Projector</li> <li>• Computer</li> <li>• Flip Chart</li> <li>• Marker</li> </ul>		<ul style="list-style-type: none"> <li>• Communication</li> <li>• Self Confidence</li> <li>• Teamwork</li> </ul>

<b>Schedule</b>	<b>Mentor Should do</b>
<b>Welcome:5 min</b>	Short welcome and ask the <b>Mentor</b> to introduce him/herself.

	<p>Provide a brief welcome to the qualification for the class. Note for Instructor: Throughout this session, please monitor the session to ensure nothing inappropriate is being happened.</p>
<p><b>Icebreaker: 10 min</b></p>	<p>Start your session by delivering an icebreaker, this will enable you and your team to start to build rapport and create a team presentation for the tasks ahead.</p> <p>The icebreaker below should work well at introductions and encouraging communication, but feel free to use others if you think they are more appropriate. It is important to encourage young people to get to know each other and build strong team links during the first hour; this will help to increase their motivation and communication throughout the sessions.</p>
<p><b>Introduction &amp; Onboarding: 20 mins</b></p>	<p>Provide a brief introduction of the qualification to the class and play the “Onboarding Video or Presentation”. In your introduction cover the following:</p> <ol style="list-style-type: none"> <li>1. Explanation of the program and structure. (Kamyabjawan Program)</li> <li>2. How you will use your communication skills in your professional life.</li> <li>3. Key contacts and key information – e.g. role of teacher, mentor, and SEED. Policies and procedures (user agreements and “contact us” section). Everyone to go to the Group Rules tab at the top of their screen, read out the rules, and ask everyone to verbally agree. Ensure that the consequences are clear for using the platform outside of hours. (9am-8pm)</li> <li>4. What is up next for the next 2 weeks ahead so young people know what to expect (see pages 5-7 for an overview of the challenge). Allow young people to ask any questions about the session topic.</li> </ol>
<p><b>Team Activity Planning: 30 minutes</b></p>	<p>MENTOR: Explain to the whole team that you will now be planning how to collaborate for the first and second collaborative Team Activities that will take place outside of the session. There will not be another session until the next session so this step is required because communicating and making decisions outside of a session requires a different strategy that must be agreed upon so that everyone knows what they are doing for this activity and how.</p> <ul style="list-style-type: none"> <li>• “IDENTIFY ENTREPRENEURS” TEAM ACTIVITY</li> <li>• “BRAINSTORMING SOCIAL PROBLEMS” TEAM ACTIVITY</li> </ul> <p><i>As a team, collaborate on a creative brainstorm on social problems in your community. Vote on the areas you feel most passionate about as a team, then write down what change you would like to see happen.</i></p> <p>Make sure the teams have the opportunity to talk about how they want to work as a team through the activities e.g. when they want to complete the activities, how to</p>

	<p>communicate, the role of the project manager, etc. Make sure you allocate each young person a specific week that they are the project manager for the weekly activities and make a note of this. Type up notes for their strategy if this is helpful - it can be included underneath the Team Contract.</p>
<p><b>Session Close: 5 minutes</b></p>	<p><b>MENTOR:</b> Close the session with the opportunity for anyone to ask any remaining questions.</p> <p><b>Instructor:</b> Facilitate the wrap-up of the session. A quick reminder of what is coming up next and when the next session will be.</p>

## **MOTIVATIONAL LECTURES LINKS.**

<b><u>TOPIC</u></b>	<b><u>SPEAKER</u></b>	<b><u>LINK</u></b>
How to Face Problems In Life	Qasim Ali Shah	<a href="https://www.youtube.com/watch?v=OrQte08MI90"><u>https://www.youtube.com/watch?v=OrQte08MI90</u></a>
Just Control Your Emotions	Qasim Ali Shah	<a href="https://www.youtube.com/watch?v=JzFs_yJt-w"><u>https://www.youtube.com/watch?v=JzFs_yJt-w</u></a>
How to Communicate Effectively	Qasim Ali Shah	<a href="https://www.youtube.com/watch?v=PhHAQEGehKc"><u>https://www.youtube.com/watch?v=PhHAQEGehKc</u></a>
Your ATTITUDE is Everything	Tony Robbins Les Brown David Goggins Jocko Willink Wayne Dyer Eckart Tolle	<a href="https://www.youtube.com/watch?v=5fS3ri6eIFg"><u>https://www.youtube.com/watch?v=5fS3ri6eIFg</u></a>
Control Your EMOTIONS	Jim Rohn Les Brown TD Jakes Tony Robbins	<a href="https://www.youtube.com/watch?v=chn86sH0O5U"><u>https://www.youtube.com/watch?v=chn86sH0O5U</u></a>
Defeat Fear, Build Confidence	Shaykh Atif Ahmed	<a href="https://www.youtube.com/watch?v=s10dzfbozd4"><u>https://www.youtube.com/watch?v=s10dzfbozd4</u></a>
Wisdom of the Eagle	Learn Kurooji	<a href="https://www.youtube.com/watch?v=bEU7V5rJTtw"><u>https://www.youtube.com/watch?v=bEU7V5rJTtw</u></a>
The Power of ATTITUDE	Titan Man	<a href="https://www.youtube.com/watch?v=r8LJ5X2eigU"><u>https://www.youtube.com/watch?v=r8LJ5X2eigU</u></a>
STOP WASTING TIME	Arnold Schwarzenegger	<a href="https://www.youtube.com/watch?v=kzSBrJmXqdq"><u>https://www.youtube.com/watch?v=kzSBrJmXqdq</u></a>
Risk of Success	Denzel Washington	<a href="https://www.youtube.com/watch?v=tbnzAVRZ9Xc"><u>https://www.youtube.com/watch?v=tbnzAVRZ9Xc</u></a>

**SUCCESS STORY**

S. No	Key Information	Detail/Description
1.	<b>Self &amp; Family background</b>	<ul style="list-style-type: none"> <li>• Self-introduction</li> <li>• Family background and socio economic status,</li> <li>• Education level and activities involved in</li> <li>• Financial hardships etc.</li> </ul>
2.	<b>How he came on board NAVTTC Training/ or got trained through any other source</b>	<ul style="list-style-type: none"> <li>• Information about course, apply and selection</li> <li>• Course duration, trade selection</li> <li>• Attendance, active participation, monthly tests, interest in lab work</li> </ul>
3.	<b>Post-training activities</b>	<ul style="list-style-type: none"> <li>• How job / business (self-employment) was set up</li> <li>• How capital was managed (loan (if any) etc).</li> <li>• Detail of work to share i.e. where is job or business being done; how many people employed ( in case of self-employment/ business )</li> <li>• Monthly income or earnings and support to family</li> <li>• Earning a happy life than before</li> </ul>
4.	<b>Message to others (under training)</b>	<p>Take the training opportunity seriously Impose self-discipline and ensure regularity Make Hard work pays in the end so be always ready for the same.</p>

**Note:** Success story is a source of motivation for the trainees and can be presented in several ways/forms in a NAVTTC skill development course as under: -

1. To call a passed out successful trainee of the institute. He will narrate his success story to the trainees in his own words and meet trainees as well.
2. To see and listen to a recorded video/clip (5 to 7 minutes) showing a successful trainee Audio-video recording that has to cover the above-mentioned points.\*
3. The teacher displays the picture of a successful trainee (name, trade, institute, organization, job, earning, etc) and narrates his/her story in the teacher's own motivational words.

## Annexure-IV:

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### Workplace/Institute Ethics Guide

Work ethic is a standard of conduct and values for job performance. The modern definition of what constitutes good work ethics often varies. Different businesses have different expectations. Work ethic is a belief that hard work and diligence have a moral benefit and an inherent ability, virtue, or value to strengthen character and individual abilities. It is a set of values-centered on the importance of work and manifested by determination or desire to work hard.

The following ten work ethics are defined as essential for student success:

**1. Attendance:**

Be at work every day possible, plan your absences don't abuse leave time. Be punctual every day.

**2. Character:**

Honesty is the single most important factor having a direct bearing on the final success of an individual, corporation, or product. Complete assigned tasks correctly and promptly. Look to improve your skills.

**3. Team Work:**

The ability to get along with others including those you don't necessarily like. The ability to carry your weight and help others who are struggling. Recognize when to speak up with an idea and when to compromise by blend ideas together.

**4. Appearance:**

Dress for success set your best foot forward, personal hygiene, good manner, remember that the first impression of who you are can last a lifetime

**5. Attitude:**

Listen to suggestions and be positive, accept responsibility. If you make a mistake, admit it. Values workplace safety rules and precautions for personal and co-worker safety. Avoids unnecessary risks. Willing to learn new processes, systems, and procedures in light of changing responsibilities.

**6. Productivity:**

Do the work correctly, quality and timelines are prized. Get along with fellows, cooperation is the key to productivity. Help out whenever asked, do extra without being asked. Take pride in your work, do things the best you know-how. Eagerly focuses energy on accomplishing tasks, also referred to as demonstrating ownership. Takes pride in work.

**7. Organizational Skills:** Make an effort to improve, learn ways to better yourself. Time management; utilize time and resources to get the most out of both. Take an appropriate approach to social interactions at



work. Maintains focus on work responsibilities.

**8. Communication:**

Written communication, being able to correctly write reports and memos. Verbal communications, being able to communicate one on one or to a group.

**9. Cooperation:**

Follow institute rules and regulations, learn and follow expectations. Get along with fellows, cooperation is the key to productivity. Able to welcome and adapt to changing work situations and the application of new or different skills.

**10. Respect:**

Work hard, work to the best of your ability. Carry out orders, do what's asked the first time. Show respect, accept, and acknowledge an individual's talents and knowledge. Respects diversity in the workplace, including showing due respect for different perspectives, opinions, and suggestions.

